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| **Week** | **Student Objectives** | **Key Vocabulary** | **Phonics** | **Read Aloud/Writing** | **Interdisciplinary Connections** |
| 1-2 | Independently read chapter books by Cynthia Rylant.  RL.2.10  Distinguish between the roles of author and illustrator in chapter books.  \*\*\*  Ask the questions “who, what, where, when, why, and how” after reading fictional books.  RL.2.1  Study the beginning and ending of chapters and stories.  RL. 2.5 | **author**  **beginning**  **chapter**  **conclusion**  **ending**  **illustrator**  **introduction**  **main idea**  **paragraph** |  | After reading the fictional read-aloud picture books for each of the seasons, have students ask and answer questions using “who, what, where, when, why, and how.” Challenge students to create questions from these stems that apply directly to the books you are reading. Encourage students to answer the questions on Post-Its under each questions on the following chart.  RL.2.1  Introduce and read the first chapter of *Poppleton in Winter*  by Cynthia Rylant. The following day, look at the chapter again. Explain to the class how Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: “Poppleton’s house grew very long icicles in winter. Poppleton was proud of them.” Create a bulleted list as the students discuss what they see,  finishing the sentence “A strong beginning has…” Then turn to the end of the story and discuss what is contained in an ending. Read Rylant’s final sentence: “Poppleton was glad his icicles were knocked down. Icicles always melted. But a new friend would stay.“ Continue the bulleted list , having students finish the sentence “A strong ending has…” As the students read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story.  RL.2.5, RF.2.4  Ask students to pick a favorite book from the easy section of the library. To introduce the characteristics of a good solid beginning and ending of a story, ask them to read aloud to a partner just the first paragraph or two and the last paragraph. Later, allow students to share the books with a small group to see what each child notices about these solid beginnings and solid endings. For example, they may notice things such as: the book coming full circle; the setting clearly described at the beginning; and the ending providing a sense of satisfaction.  RL.2.5 | **Art:**  Van Gogh, Seurat, Brueghel, Cailebotte, and Tiffany  **Music:**  *The Four Seasons* by Vivaldi  **Geography:**  U.S. Landforms (e.g., mountains, coast, plains, hills, and deserts)  U.S. geography (e.g., the Mississippi River, Mountain ranges such as the Appalachian and Rocky Mountains, and the Great Lakes  **Science:**  Seasonal cycles  Weather, the water cycle, and/or the solar system |
| 3-4 | Study art pieces to see the artist’s techniques in creating a sense of cold or warmth.  L.2.1e, L.2.1f  Create a collection of adjectives and adverbs.  L.2.1e  Expand sentences by adding adjectives and adverbs from the class discussion on art.  L.2.1e, L.2.1f  Write poetry based on Vivaldi’s *Four Seasons.*  RL.2.4, L.2.5b  Enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition.  RL.2.4 | **alliteration**  **metaphor**  **poet**  **poetry**  **repetition**  **rhyme**  **rhythm**  **simile**  author  beginning  chapter  conclusion  ending  illustrator  introduction  main idea  paragraph |  | *The Seasons* (ed.John N. Serio) is a book of collected poems by different poets. Introduce the poem “Summer Song.” Ask the students, “What did you notice about the first four lines of the poem?” (Possible answer: Repetition of “By the…”) Note the pattern of rhyme in the first four lines (i.e., ABAB) and how it changes as it progresses through the poem (i.e., AABB). Continue to look at the features of poetry as you read other seasonal poems in this unit. Each of the poems from *The Seasons* exemplifies as least one of the characteristics of the second grade standards: rhyme, rhythm, alliteration, and repetition.  RL.2.4  Listen to one of the four concertos in Vivaldi’s *Four Seasons*. Instruct the students to write down words or phrases that come to them as they are listening. After they are finished, tell them to work together as a class to compile a list of words and phrases they thought of while listening. Choose a descriptive word or phrase and then challenge them to think in simile or metaphor (e.g., falling leaves – like what? Like jewels falling from the sky). Use the collection of words and phrases to write a class poem titled, “Spring,” “Summer,” “Autumn,” or “Winter.” Be sure to use rhythm, rhyme, alliteration, and/or repetition in your class poem.  RL.2.4, L.2.5b  View the suggested art pieces. As the class studies each piece, ask the children how the artist creates a sense of warmth or cold, dryness or wetness in the painting. As the students use adjectives and adverbs in the conversation, write them down under the appropriate category on a white board or chart paper. Use these words to create and expand sentences (e.g., The artist painted snow. The talented artist painted snow with cool colors. Using an icy blue color, the artist painted a snowy scene. ). Extend the activity by using the word bank to create free form poems to go with each painting.  L.2.1e, L.2.1f  Select a work to study. Ask the students to name the season that the artist has painted. Then have students write a two- or three – sentence explanation identifying elements in the work that led them to their observation. | **Art:**  Van Gogh, Seurat, Brueghel, Cailebotte, and Tiffany  **Music:**  *The Four Seasons* by Vivaldi  **Geography:**  U.S. Landforms (e.g., mountains, coast, plains, hills, and deserts)  U.S. geography (e.g., the Mississippi River, Mountain ranges such as the Appalachian and Rocky Mountains, and the Great Lakes  **Science:**  Seasonal cycles  Weather, the water cycle, and/or the solar system |
| 5-6 | Use digital resources to research a seasonal activity.  W.2.6, W.2.7  Use a computer-generated graphic organizer to organize class research.  W.2.7  Create an informational class book from this shared research.  W.2.7  Study the organization of informational text, specifically the purpose of paragraphs.  W.2.5, W.2.6 | **apostrophe**  **contraction**  **digital graphic organizer**  **digital sources**  **heading**  **possessive**  **research**  **shared writing**  **subheading**  **text features**  author  beginning  chapter  conclusion  ending  illustrator  introduction  main idea  paragraph  alliteration  metaphor  poet  poetry  repetition  rhyme  rhythm  simile |  | This unit contains a wide variety of informational texts. To introduce the work of organizing informational text, choose a book with a variety of text features and strong paragraphs. Explain to the children that as you read for information, you will also be looking at the author’s craft. Guide students to look closely at the way each informational book on the four seasons is arranged (e.g., through the use of headings, subheadings, and paragraphs). Choose one page to look for the purpose of paragraphs in organizing the information in the text. You might want to make a copy of the page for the students to examine as you demonstrate the topical chunks of information in paragraphs. Extend this lesson by listing text features in multiple books on seasons and related topics. Focus on the purpose of the text features in the books.  RI.2.2, RF.2.4   * + Use the informational book, How Do You Know It’s Fall? to introduce apostrophes. Discuss the concept of contractions by creating sentences starting with “It is…” and then contracting the words to “It’s.” Extend the lesson by discussing apostrophes used to show possession.   + L.2.2c   + Focus a discussion on the characteristics of seasons in your local climate. Discuss activities that your students might associate with each season. Talk about how one of the seasons’ activities might help the local economy more than others by asking questions such as, “Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?” (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport.   + RI.2.5, SL.2.1, SL.2.2, W.2.8, L.2.3   + Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called “If I Lived in the Midwest” or “If I Lived in the Rockies.”   + W.2.2, RI.2.2, W.2.7, L.2.2, W.2.6 | **Art:**  Van Gogh, Seurat, Brueghel, Cailebotte, and Tiffany  **Music:**  *The Four Seasons* by Vivaldi  **Geography:**  U.S. Landforms (e.g., mountains, coast, plains, hills, and deserts)  U.S. geography (e.g., the Mississippi River, Mountain ranges such as the Appalachian and Rocky Mountains, and the Great Lakes  **Science:**  Seasonal cycles  Weather, the water cycle, and/or the solar system. |